

**RAINHILL
HIGH SCHOOL**



RainhillSixth

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY



RAINHILL
HIGH SCHOOL



2022-25



Awarded by Arts
Council England

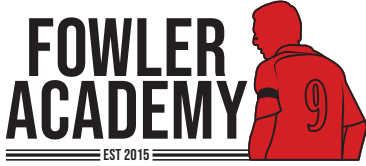


St Helens
Chamber



STEPHENSON





**RAINHILL
HIGH SCHOOL**



RainhillSixth

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

STATUS	NON-STATUTORY
RESPONSIBLE COMMITTEE	BOARD OF TRUSTEES
APPROVAL DATE	13/12/2023
RENEWAL DATE	13/12/2024



SCHOOLS IN PARTNERSHIP
STEPHENSON
MULTI ACADEMY TRUST

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND.
- Outline the vision for our learners with SEND and the values which underpin this vision.
- Set out how our school will:
 - ⇒ Support and make provision for students with special educational needs and disabilities
 - ⇒ Provide students with SEND access to all aspects of school life so they can fully engage in the activities of the school alongside students who do not have SEND
 - ⇒ Help students with SEND fulfil their aspirations and achieve their best
 - ⇒ Help students with SEND become confident individuals living fulfilling lives
 - ⇒ Help students with SEND make a successful transition into adulthood
 - ⇒ Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

The vision at Rainhill High School, RH6 & FEFA is that any student who meets a barrier to learning is able, through dedicated and personalised support, to strive for excellence and make meaningful progress towards their goals and outcomes. This reflects our mission of the 'pursuit of excellence'.

We are committed to making sure all our students, including those with SEND, have the chance to thrive in terms of learning progress and attainment, social skills and wellbeing. We are committed to supporting every student to meet their full potential. In the SEND department we adhere closely to the school's core values, to 'Learn, Think, Contribute, Care'.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the special educational needs (SEND) information report
- The Special Educational Needs and Disability Code of Practice 0 – 25 2015, which sets out statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities. [INSERT LINK](#)
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for students with SEND

- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

Rainhill High, RH6 & FEFA are caring schools, focused on creating an inclusive environment. We provide all students with access to a broad and balanced curriculum which is adapted to suit each student's learning needs and preferences, no matter how varied. We welcome difference and value all students equally. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that students with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A student has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they:

- Have a significantly greater difficulty in learning than most others of the same age, or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Students at 'SEND Support' level receive special educational provision. This is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Students are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Adaptations will be made that are appropriate for the student's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum have needs that fall in this category. Students with Speech and Language Therapy (SLT) involvement will also fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact one or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying needs. Students may have:</p> <ul style="list-style-type: none"> • Mental health needs such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder (ADHD) • Attachment needs • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment (both vision and hearing) • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1 The SENDCO

The SENCO at our school & FEFA is Ms Heather Rothwell who can be contacted via Synergy.

Supported by the Assistant SENDCO and wider SEND Lead them, the SENDCO will:

- Inform any parents that their child may have SEND and then liaise with them about the student's needs and any provision made
- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned
- When a student moves to a different school or institution: Make sure that all relevant information about a student's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the headteacher and senior leader with responsibility for SEND, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher and senior leader with responsibility for SEND, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Assistant SENDCO at our school is Mrs Beth Thornley. Contact via Synergy .

6.2 The governing board/board of trustees

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Make sure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEND information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENDCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Make sure that all students from Year 8 until Year 14 are provided with independent careers advice.

6.3 The SEND link governor

The SEND link governor is Aaron Kehoe.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students

- Make sure that the SENDCO has enough time and resources to carry out their duties
- Have an overview of the needs of the current cohort of students on the SEND register
- With the SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Subject teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet student needs.
- The progress and development of every student in their class, including those who spend time away from the classroom (e.g. in the Inclusion Centre / SEND Hub)
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and support their aspirations for the student

6.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of students at SEND Support (K/K+) or those with an EHCP will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Consulted termly to review the provision that is in place for their child, via the SENDCO, subject teachers and pastoral team.
- Asked to provide information about the impact of SEND support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations and desired outcomes for the student
- Given termly reports on the student's progress

We prioritise communication with parents or carers and collaborate closely with them in any decisions made about the student.

6.7 The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of intervention

The students' views are central to any decisions that affect them.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying students with SEND and assessing their needs

At Rainhill High we recognise the importance of identifying SEND needs at the earliest opportunity. We will review each student's current skills and levels of attainment when they start at the school, and use the GL dyslexia screener to identify any undiagnosed need. This will build on information from previous settings and Key Stages, where appropriate.

We will also consider any evidence that the student may have a disability and if so, what reasonable adjustments the school may need to make.

Students are assessed regularly with reading tests, administered via the English department. Data is analysed by the Head of English and SENDCO to identify any potential SEND needs.

All students receive a progress update 3 times a year where staff will report on their engagement with learning, engagement with homework and progress towards expectations. This data is monitored by class teachers, faculty heads, senior leaders, pastoral leaders and the SENDCO/Assistant SENDCO.

In line with whole school systems, subject teachers continually assess the progress of all students, in terms of their attainment and social skills, and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the child's previous rate of progress
- Does not close the attainment gap between the child and their peers
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a student has a SEND need. The teacher will firstly assess if the student has any gaps in their learning. If gaps are identified, the subject teacher will address this, through additional intervention or support by the subject teacher or wider department. This will be overseen by the head of department. Students who don't have SEND usually make progress quickly once any gaps in their learning have been addressed.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for students whose first language is not English.

If the student continues to struggle to make adequate progress, the teacher will make a referral to the SENDCO / Assistant SENDCO via Synergy. The SEND team will then arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals to outside agencies such as a specialist teacher or educational psychologist. They will gather feedback from all subject teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare the student's progress and development with their peers and available national data. They will consult with parents and the student.

When deciding whether the student needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Parents will be informed of the outcome of your child's referral, and summary documentation will be shared.

If a student is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the student starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving students and parents

The school will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Information from these early discussions will be added to the student's pen portrait and shared with the students' teachers via Synergy.

We will notify parents if it is decided that a student is to be added to the SEND register and keep parents aware of how their child will be supported.

8.3 The graduated approach to SEND support

Once a student has been identified as having SEND, we will take action to remove any barriers to learning. For students at SEND Support level we will put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The student's subject teachers and the SENDCO will carry out a clear analysis of the student's needs. The views of the student and their parents are considered central to this process. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the student's need. For many students, the most reliable way to identify needs is to observe the way they respond to targeted

support in the classroom, or to additional interventions outside the classroom. Subject teachers will take a leading role in assessing progress.

2. Plan

In consultation with the parents and the student, the subject teacher / Head of Faculties and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and when this will be reviewed.

All staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Synergy, and will be made accessible to staff in a pen portrait.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The student's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the student. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the student's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the student's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and students
- The level of progress the student has made towards their outcomes
- The views of teaching staff who work with the student

The teacher, Head of Faculty and SENDCO will revise the outcomes and support in light of the student's progress and development, and in consultation with the student and their parents.

8.4 Levels of support

School-based SEND provision

Students referred to the SEND team by parents, teachers or by self-referral, and those with identified SEND needs will be placed on the school's SEND register, which has the following categories:

Monitoring: A SEND need has not yet been identified but concerns have been raised. We may see how your child responds to a fixed period of targeted intervention. Progress will be reviewed no later than two terms after the initial referral, at which point your child may be taken off the register, moved to a different category, or remain at SEND monitoring level.

Additional Needs: This category is for students who are diagnosed with a SEND need, such as visual stress, dyslexia, ADHD or Autism. Their needs can be met through adapting our core offer (quality first teaching in the classroom). If these students need core adaptations (e.g. coloured paper) these will be flagged on Synergy.

SEND Support (K): Students receiving SEND Support require provision which is **additional to, or different from,** our core offer. This provision will be overseen by the SEND department and subject Heads of Faculty. It may be provided by the pastoral team, subject teams or SEND team.

SEND Support (K+): As above. These students also receive Enhanced SEND Support (ESS) funding from St Helens Local Authority.*

Students at SEND Support will have their needs met through the graduated approach. The provision for these students is funded through the school's notional SEND budget. On the census these students will be marked with the code K. If it emerges over time that these students' needs cannot be adequately met with in-house expertise and provision, staff will consider involving an external specialist as soon as possible and possibly applying for an Education, Health and Care (EHC) plan.

EHCP (E): Students who need more support than is available through the school's school-based SEND provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought. Nationally, around 4% of the school population is in receipt of an EHC plan.

The provision for these students will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these students will be marked with the code E.

*This funding channel is currently being reduced.

8.5 Evaluating the effectiveness of SEN provision

The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria.

At Rainhill High we continually evaluate the quality of provision offered to all students, including those with SEND. This monitoring is carried out through regular curriculum review and training that is calendared into the school year.

In addition to the above, we evaluate the effectiveness of SEND provision by:

- Reviewing the impact of interventions at least termly.
- Gathering student voice information.
- SEND drop-in sessions, work and book scrutiny, lesson observations and data analysis.
- Holding an annual review with input from students, parents/carers, teachers and all specialists and agencies involved (for K+/EHCP students)
- Reviewing SEND students' progress, outlining any concerns, and problem-solving in weekly SEND LEAD team meetings.
- Reviewing SEND students' progress, outlining any concerns, and problem-solving in weekly Team Around the Child (TAC) meetings attended by the Headteacher, Senior Leaders and the SENDCO.

9. Expertise and training of staff

We have a wide range of expertise amongst the SEND team. Please refer to the SEND Information Report for further details. [INSERT LINK.](#)

Training is regularly provided to teaching and support staff. The headteacher and the SENDCO continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every student. Whenever necessary the school will work with external support services such as:

- Speech and language therapists (SLT)
- Educational psychologists
- Occupational therapists
- Physiotherapists
- St Helens TESSS advisory service
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

11. Admission and accessibility arrangements

11.1 Admission arrangements

- Students in receipt of an EHC plan and who are seeking to join the school have their needs and requirements reviewed by the SENDCO and leadership team, under the direction of the Local Authority. The school will inform the Local Authority if needs can be met.
- Where the number of applications for admission to school is greater than the published admission number, the oversubscription criteria will admit pupils with EHC plans, where Rainhill High School is named on the Plan, as a priority.
- Our oversubscription criteria avoids unfairly disadvantaging prospective students with a disability or special educational needs

11.2 Accessibility arrangements

- We seek to provide appropriate provision and access to all students, including those with a disability.
- Our school site has classrooms at first floor level. Some of these classrooms can be accessed via a lift. Unfortunately, not all areas of the school have lift access. In these areas, classes are moved to ground floor level where possible (all subjects except Computing and Art).
- Our school has a disabled toilet with a fixed hoist system. We also have a mobile hoist.
- Please access the school's Accessibility Policy [here](#).

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the subject teacher or SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are referred to the school complaint's policy, details of which are on our website. [Insert Link](#).

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating the extent to which we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of students with SEND at the start of the autumn term
- How early students are identified as having SEND
- Students' progress and attainment once they have been identified as having SEND
- Whether students with SEND feel safe, valued and included in the school community
- Comments and feedback from students and their parents

13.2 Monitoring the policy

This policy will be reviewed by the SENDCO, Senior Leader with responsibility for SEND and the Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy